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ABSTRACT

The responsibilities of the business department chairperson at Castleton State College were assessed. A literature review included the area of organizational structures of academic institutions, and key faculty members and administrators at the college were interviewed to identify the key issues and problems of organizational structures and job responsibility at the college. Pertinent documents were also reviewed. It is suggested that the departmental chairperson structure at the college is a system that can work efficiently from a managerial standpoint. The overall problem within the current system is the lack of a job description for the department chairperson. It is recommended that in the process of constructing the divisional director, a middle management be established in order to better delegate authority from one centralized system at the deans' level to the department chairpersons' level where most decisions have to be made. It is suggested that the department chairperson be responsible for undergraduate and graduate curriculum development, student advising, and classroom assignment. The divisional directors would be concerned with employment of new faculty, the business advisory committee, off-campus programs, Master of Business Administration programs, and community needs. Appendices include a chart of the organization of the college, a flowchart on academic policy development, and the text of the recommendation for reorganization of the departmental structure. (Author/SW)

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BUSINESS DEPARTMENT CHAIRPERSON: AN ADMINISTRATOR OR A TEACHER?

Governance Module

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BUSINESS DEPARTMENT CHAIRPERSON: AN ADMINISTRATOR OR A TEACHER?

by

Bryan L. O'Neil

ABSTRACT

It was the purpose of this practicum to better define the responsibilities of the department chairperson. It was believed by many that there was a need for clarification of the job definition of the Business Department Chairperson at Castleton State College.

The first procedure was to review the literature in the area of organizational structures of academic institutions and other pertinent research done in this area. After the review of this literature, the key issues and problems of organizational structures and job responsibility at Castleton State College were reviewed by interviewing key faculty members and administrators. The current system was also reviewed by using the following documents: Castleton State College Long Range Plan, Castleton State College Faculty Handbook, and The Agreement Between Vermont State Colleges and the Faculty Federation. By combining the research and the current organization problems that were perceived at Castleton State College, the researcher developed an alternative system based on the evaluation of several factors. These factors are presented from research and recommendation by faculty and administrators at Castleton State College.

It was the feeling of this writer that the departmental chairpersons structure that exists at Castleton State College is a system

work efficiently from a managerial standpoint. The overall problem was that there was no real job description for the department chairperson. The study recommends constructing the divisional director which established middle management to better delegate authority from the centralized system at the deans level to the department chairpersons. The real reason for developing a structure was to develop a line of authority that could function from the deans office to department chairpersons. The recommendation was to strengthen the department chairperson to an effective department chairperson and to establish middle management divisional directors. The recommendation establishes a combination of these two systems which could be used at Castleton State College by taking the benefits of delegating lines of authority form the deans office to the divisional directors and then furthering that line of authority to the department chairpersons. By keeping department chairpersons we integrate the idea that decision making should and is best made at the level where it will be implemented and controlled.

Duties of Department Chairperson:

1. Undergraduate and Graduate Curriculum Development
2. Student Advising
3. Classroom Assignment

Duties of Administrator: (Divisional Directors)

1. Engagement of new faculty - (Adjunct and Full-time)
2. Business Advisory Committee
3. Off-campus programs
4. MBA Programs
5. Development of Community Needs

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I. INTRODUCTION

The main purpose of this practicum was to clarify the job definition of the Business Department Chairperson at Castleton State College. It had become necessary to better define the responsibilities of the Business Department Chairperson as a result of student enrollment being excessive in this area and additional administrative responsibilities that come as a result of this enrollment. It was necessary to develop alternative forms of organizational structure in order that the responsibilities of the administration and the department chairperson be better defined within Castleton State College.

Administration duties belong to the Academic Dean and other administrators (Castleton State College Faculty Handbook: p.3). This line of responsibility, however, is often hard to draw between the chairperson and the dean, especially when the entire system is understaffed. The question is also raised of whether the chairperson can afford not to play a second role of an administrator without doing damage to the program as a whole. All of these variables help to create the problem of how the job description is defined and how the chairperson sees his position as a teacher or administrator.

It is quite clear that neither the faculty handbook nor the contract deal sufficiently with the problem of excessive work loads. The contract by giving one course release time to faculty chairpersons suggests that the work load of administrative duties would be equal to teaching in preparing one course. This, however, is

not the case in relationship to the Business Department Chairperson. The administrative duties far exceed the equivalent of this work load. One may imply by reading the contract that the department chairperson should have an equivalent work load as to equal one course release time. This, however, is not the case with the Business Department and as a result the department chairperson's job is one that is not wanted. With this lack of job description and form of organizational structure between faculty chairpersons and administration there was a need at Castleton State College to develop such a structure as well as researching alternative structures that may be better utilized.

To give a brief description of how this study was conducted the first step was to analyze the literature and research the area on organizational structures of academic institutions. It was then imperative that the researcher look at the key issues to the problem that exist at Castleton State College and its own organizational structure as well as using the Castleton State College Long Range Plan, Castleton State College Handbook, and the Agreement Between Vermont State Colleges and the Faculty Federation. Another vehicle used was the interview method with several key faculty members and administrators. This was also important to the study because of past organizational structures that have existed at Castleton State College. The next step in conducting this study was to develop an alternative to the existing system based on research and attempting to determine its implementation. To follow up its implementation the study was to be presented as a finished product to propose the change for the President of Castleton State College. The study was

based as needed because of the immediate problem within the business department of which the researcher is a member. This immediate need is the result of high student enrollments in the area of business in the past few years which has caused some problems in the area of responsibility overlap between the chairperson and administration. It is again the purpose of this practicum to alleviate this problem by developing a proposal or alternative organization so that the responsibilities of both the department chairperson and administration can be better defined as well as developing and defining the organizational structure between these two areas.

II. BACKGROUND AND SIGNIFICANCE

The responsibilities of faculty were outlined in the Castleton State College Faculty Handbook based on the assumption that the chairperson is a faculty member. The following is a job description from the faculty handbook. This is one of the written attempts to define the objectives and responsibilities of a faculty member at Castleton State College:

> At Castleton State College, a faculty members responsibility encompass a commitment to the students, the college, the academic discipline, and the profession. The major responsibility lies in the role of instructor and advisor of students, and membership of this faculty should imply a primary interest in students and in teaching. A commitment to the college, discipline, and profession is only a slightly secondary responsibility and among other things implies the role of active participant in helping to give direction to the quality of service to students and the future development of the college. Because Castleton State College is a state institution there is also a commitment to the people of Vermont." (Castleton State College Faculty Handbook, p.3)

Under this job description, the chairperson must first concentrate on his major responsibility of a teacher. If however, financial resources is a problem within the institution, primary responsibilities are to be satisfied first, before creating or dealing with other commitments. The chairperson is defined as a teacher and advisor first.

Administration duties belong to the academic dean and other administrators (Castleton State College Handbook, p.3). This line of responsibility, however, is often hard to draw between the chairperson and the dean, especially when the entire system is understaffed. The question is also raised of whether the chairperson can't afford to play his second role of administrator without doing damage to the program as a whole. All of these variables help

to create the problem of how the job description is defined and how the chairperson sees his position, as a teacher or administrator.

This definition is also treated in the agreement between Vermont State Colleges and Vermont State Colleges Faculty Federation. Although the department chairperson is not defined under Article XXIX, Workload, one can see the intention of the release time of one course per semester as an indication of the probable load of responsibility that a department chairperson is expected to have. Any greater responsibility would be considered to be "excessive" under the contract.

> Workload - Faculty of the colleges shall not be required to teach in excessive numbers of contact hours, assume as excessive student load, or be assigned an unreasonable schedule, it being recognized by the parties that the faculty has the responsibility, among others, to be available to students and to assume normal committee assignments." "In making assignments, due consideration shall be given to time devoted to non curricular activities such as coaching, direction of student teaching, and independent studies, advising student newspapers, and dramatic or music production, and directing athletic programs." "Department heads with 5 or more members in a department shall be assigned one less course per semester then faculty average for that department head with 3 or more members in a technical department shall be assigned one less course per semester than faculty average for that persons department. (Agreement between Vermont State Colleges and the Faculty Federation: p.30-31).

It is quite clear that neither the faculty handbook nor the contract deals sufficiently with the problem of excessive work-loads. The contract by giving one course release time to the faculty chairperson suggests that the workload of administrative duties would be equal to teaching and preparing one course. This, however, is not the case in relationship to the business department chairperson. The administrative duties far exceed the equivalent

of this workload. One may imply by reading the contract that the department chairperson should have equivalent workloads to equal one course release time. This however is not the case within the business department and as a result the department chairpersons job is one that is not wanted.

In a study by Thomas L. Weaver on "A Profile of Faculty Administrative Perceptions of a Colleges Governors Characteristics," perceptions of what takes place at the college were surveyed. Top administrators response showed consistently high positive perceptions of interaction, decision making, communication, leadership, motivation, and goals (Weaver: p.22). Responses of other administrators resembled those of faculty in all but areas of interaction and communication, although other administrators tended to a more positive perception than faculty. Faculty perceptions were distinctly more negative in the area of interaction, decision making and communication, and in certain areas of leadership and motivation. A more participatory governance model was recommended to enhance faculty/administrator relations (Weaver: p.27). Because of this difference of perception between administrators and faculty members and their involvement in governance, it does create a problem of cooperation between the two factions. The ability of a faculty member to be a department chairperson is hampered by different outlooks of job definition and ability to realisticly function within the organizational structure. It is for this reason that the job definition of the head of the business department at Castleton State College was further analyzed and defined and all optional structures were explored.

In the Vermont State College Contract, the criterion is not set for additional compensation for the head of the department. In a article by Curtis E. Taylor "Setting Administrative Salaries," 9 factors were identified thatwere common to all administrative positions. The criterion used were total years in current position, total certified experience, highest degree earned, credit beyond the bachelors degree, number of months worked per year, extra hours per week required by the position, level of management responsibilities, and effectiveness (Taylor: p.18). Each factor has a potential point value, and a computer programmed determines the point value in terms of dollars. This type of alternative system could be established as a means to evaluate the role of the business department chairperson and could result in a more equible basis for additional compensation (Taylor: p.19).

A study was undertaken in the spring of 1974 to evaluate the effectiveness of the administrative structure of the instructional program of East Los Angeles College and to make recommendations for change. Both the survey and the search of the literature disclosed a market preference of instructional administrators for a division or a divisional department structure. Recommended instead was a group of the existing departments under two or three assistant deans. Each of whom would be given a line of responsibility for a limited and specific function and elimination of the evening division as a separate administrative entity. (Smith: p.7). This type of a system would very well fit into the organizational structure at Castleton State College and would take away the burden of some administrative responsibilities from the head of the department. This gives the head of the department more time for

the development of the programs, curriculum, and student assistance.

Smith (1972; p.40) states the lack of a clear definition of the chairpersons role appears to be a major problem in confronting Community Colleges. Department chairpersons want and need role classifications. As managers of human and physical resources, chairpersons are called upon to resolve constant conflicts between organizational levels, to direct the departmental sub-systems, and to coordinate external departmental requirements in organizational resources and needs.

Tillery (1970: Ed 061931) indicates that across the nation about 1/3 of the colleges are organized on the basis of departments only. It is apparent, however, that traditional department structures are in for considerable change. In general, this apparent trend suggests either greater consolidation of the several fields of learning and community colleges or new efforts of coordination across existing departments by grouping them into larger divisions.

Increasingly, Tillery (1970: Ed 061931) in his study found that most presidents believe there would be a reduction in the degree of responsibility delegated to departments where colleges reorganize.

There appears to be two models of department chairpersons performance: 1. The chairperson as a representative of the department. 2. The chairperson as an administrator. Nicoll (1971: pg.82) provides a good analysis of these two models. They are presented as follows in the considerable detail since they represent the essence of the conflict that department chairpersons at Castleton

State College have experienced, therefore the models have direct implications for this practicum.

The Representative Chairperson. The ultimate representative of this model is the chairperson who is elected by his peers. This chairperson is "the most equal among equals" (Lombardi:1974:p.33). This model dominates in 4 year colleges and universities. The representative chairperson is charged to preside over collective decision making, to administer the department in the faculties name, and to represent the department and their interests to the administration. In this model accountability is to the faculty and not to the administration.

The effectiveness of the representation type of chairperson rests heavily with the style in which the duties and responsibilities are performed, however, if responsibilities and tasks are poorly defined confusion results because there is no common set of values as accepted by the department faculty (Lombardi:1974:p.39). Lombardi further points out that this chairperson may appear to be unresponsive to tasks because his value commitment is to another set of values, and he may be unable to accept an administrative assignment. Therefore, it is hard if not impossible for the administration to hold representative type of department chairperson accountable. This point is the ultimate conflict in the representative model for the legitimacy of any administrative system rests on the degree to which administrators can be held accountable to there superiors (Lombardi:1974:p.39).

The Chairperson as Administrator. As illustrated by Evans and Neagly (1973:p.222) the department chairperson serves as the link between the faculty and the dean. The job is a difficult

one because the chairperson is both a teaching faculty member and an administrator. Department chairpersons as administrators are appointed frequently on a year to year basis by the board of trustees. The appointment is an assigned one, and a chairperson may resign his administrative assignment as chairperson without embarrassment and without prejudice to his future role as a full time teaching faculty member.

Welch (1974:pg.31) suggests that the role of the first line administrator is a nebulous one and in some institutions they are elected and appointed by the administration and in some institutions they are classified and are in fact second line administrators and others they are little more than lay teachers.

In the chairperson as administrator model, Lombardi (1974:p.39) describes the chairperson as an administrator appointed by the college administration and directly accountable to the administration for the performance of all duties and responsibilities performed. The chairperson as an administrator represents the administration to the department faculty rather than representing the faculty to the administration.

Chairpersons normally have the following responsibilities and characteristics. They should provide effective liaison between the administration and the department faculty. They should be leaders in maintaining a vital and educational sound department program. They should be models as teachers and scholars, and they should be effective and efficient administrators of the department machinery (Lombardi,1974:pg.38).

Evans and Heagley (1973:pg.85) argued that the best department chairpersons are usually those persons with graduate work in

administration and extensive teaching experience in a community college. The chairperson should be an intricate part of the deans team and participate in all decisions regarding the institutional program and faculty planning.

In summary, the department chairman at Castleton State College may be a representative or an administrative chairperson. The essence of the difference between the two types is the accountability direction. In the representative model the chairperson is accountable to the department faculty and the administrative model the chairperson is accountable to the administration.

At Castleton State College the organization recognizes the administrative model; however, in terms of behavior and in different degrees the chairpersons perceive representative model as the ideal model. Consequently, conflicts in management and personal styles have existed for some chairpersons because of local environmental factors and political environment.

Blomerley (1971:pg.38) also recognized the impact that the department has on college governace; however, he saw the impact as positive since faculty members were able to interact and make decisions at the department level on matters that most effected them. This significance of Lombardi and Blomerley positions for this practicum is that the department chairperson must balance, often most difficulty, between department level faculty involvement and decision making, and administration expectations. The ability to effectively manage the department depends upon the chairperson being able to promote broad faculty involvement and participation while at the same time meeting the expectations of the college administration and the governing body.

Another aspect the department chairperson is the potential of compartmentalization of instruction. Morphet, Johns, and Reller (1959:pg.241) claim that over the years departmental organization has been subjected to considerable criticism. It has contributed to the maintenance of instruction which was not sufficiently related to the stated purposes of the college. In some colleges it has seperated the staff into type compartments, the members of which have little understanding of what other departments are doing. At times it has resulted in the neglect of needs of students who do not fit into the purposes of respective departments.

The need for this study was quite evident at Castleton State College because of the lack of job description of a Department Chairperson. It is not outlined clearly enough in the Castleton State College Faculty Handbook nor delt with at considerable length under work load in the Agreement Between Vermont State Colleges and Vermont State Colleges Faculty Federation. It is quite clear that neither the Faculty Handbook nor the contract deal sufficiently with the problem of excessive workloads. The contract by giving course release time the faculty chairperson suggests the workload of the administrative duties are equal to teaching and preparing one course. This, however, is not the case in relationship to the business department chairperson. It is the feeling of many that the administrative duties far exceed the equivalent of this work load. One may imply by reading the contract that the department chairperson should have an equivalent workload to equal one course release time. This however is not the case in

the business department and as a result the job is one that is not wanted. This study has had great value to Castleton State College because it better defines the department chairpersons job description as well as supplying administration and faculty with the options of alternative systems of organization for the implementation of administrative responsibility.

This study related to the governance module because Castleton State College was in need of institutional reorganization in the area of faculty chairpersons and administration. This practicum was used as a proposal to the administration to enhance a better understanding between administration and faculty organization. It is the opinion of this writer that this necessary change be made within the institution because of the inequity of workload between the faculty members and the chairpersons.

III. PROCEDURES

The procedures that were followed in this practicum were structured for the purpose of the development of a proposal to the President of Castleton State College. This proposal dealt with the organizational structure of administration and would be used to suggest changes for better administrative effectiveness. The following procedures to be followed were:

1. The evaluation of literature in the area of organizational structure of academic institutions was researched.
2. The determination of the key issues to the problems that exist at Castleton State College and its organizational structure was researched. The evaluation of the current system was done by using the following publication:
   a. Castleton State College Faculty Handbook.
   b. Castleton State College Long Range Plan.
   c. Agreement Between Vermont State Colleges and the Faculty Federations.

Also six (6) key faculty members were interviewed. These individuals were chosen because they were all exposed to the divisional director system of the past and the current department system. The data collected was also used to evaluate the current system. Suggestions by these interviews were used to construct the recommendations for change to the President of Castleton State College.

3. The next procedure was to create an alternative to the current organizational structure based on the research and data collected.

4. The last procedure was to present the proposal and recommendations to the President for consideration. This step included a personal interview of introduction and presentation.

IV. LIMITATIONS AND ASSUMPTIONS

Because of the limited amount of interviews taken and the fact that all were taken by individuals currently employed by Castleton State College, the sample data received may be less than desirable. As a result, the recommendations to the President are limited to those that took part in the interviewing process.

The researcher also assumed that there was a need for such reconstruction of the organization because of the current workload of the department chairperson in the professional areas. These assumptions were based by the researcher by observing the department chairperson within the business department from 1976 to 1980.

To generalize beyond the Administrative structure of Castleton State College may not be desirable. The recommendations to the President were uniquely designed for the current structure at Castleton State College. Unless similar circumstances exist at another institution, the recommendations of this practicum is limited to Castleton State College.

A major assumption in this practicum is that workloads for each department chairperson was approximately the same. This was not the case from the data collected by interviewing in the system. This will effect the credability of the study because of the variables that exist between departments: student workload, number of faculty, administrative responsibilities, number of courses, growth of department, etc.

V. RESULTS

The primary results of this practicum was deducted from the procedures of this practicum. The analysis of the literature in the area of organizational structures for educational institutions was conducted and treated in the background and significance section of this practicum (Procedure 1). This research was used to evaluate findings of the effectiveness of the department chairpersons and divisional directors.

A look at the key issued to the problems that exist at Castleton State College and its organizational structure was conducted. The referenced to the Castleton State College Long Range Plan, Castleton State College Faculty Handbook, and the Agreement Between Vermont State Colleges and the Faculty Federation were all treated in the background and significance section of this practicum (Procedure 2).

The last procedures to be conducted was to develop an alternative to the existing system based on the research. In Appendix C of the practicum the writer illustrates the document: A Recommendation for Reorganization of the Department Structure at Castleton State College (Proceudre 2, Technique 3). This product proposal was a recommendation for change and presented to the President of Castleton State College.

It is quite clear that neither the faculty handbook nor the contract deals sufficiently with the problem of excessive workloads. The contract, by giving one course release time to the faculty chairperson, suggests that the workload of administrative duties would be equal to teaching and preparing one course. This, however, is not the case in relationship to the business department chairperson. The administrative duties far exceed the equivalent of this

workload. One may imply by reading the contract that the department chairperson should have equivalent workloads to equal one course release time. This, however, is not the case within the business department and as a result, the department chairpersons' job is one that is not wanted.

The following are questions used in the interview process and then tabulated to organize the data. The following table is a summary of the answers to these questions. A more indepth answer is given following this table to support this data with additional comments and explanation.

1. Are department chairperson's workloads excessive due to the administrative responsibilities?
2. Do you feel that a one course release time is sufficient compensation for this additional workload?
3. Is teacher effectiveness hampered by this additional workload of being department chairperson?
4. What criterior should be used to evaluate a departmental chairperson to establish equitable compensation for the position?
5. What organizational structures have you been exposed to that would be a better system for Castleton State College to adopt?
6. What is your position about division directors vs. department chairpersons?

Table I

Results of Interviewing Six Key Faculty Members

UESTION	#1	#2	#3	#4	#5
orest	#1 Lack of job description #6 pro-department chairperson	#2 lack of description	#3 Yes	#4 # of student major, # of service students, # of faculty	#5 effective chairperson for each department
euling	#1 Yes in professional areas #6 pro-chairperson	#2 Yes, in professional areas	#3 No	#4 # of courses, # of student contact hrs, # of course periods, # of advising grps., accreditation burden abilities and strength, of department	#5 humanities & fine arts, professional program natural and applied sciences, social science
ohnson	#1 Yes, in nursing, Business, and Edu. #6 pro-divisional directors	#2 No in nursing, Business and Edu.	#3 Yes	#4 Organizational skills, # of faculty accreditation burden, state responsibility national organizations	#5 bus., nursing educ, social welfare criminal justice humanities social & natural sci.
easter	#1 Yes, in bus., educ., phy. ed.,	#2 No in bus., educ., phy. ed., science	#3 Yes	#4 # of faculty, # of students, class size growth of dept. advising students	#5 fine arts, math, sci., nursing, soc sci., bus., phy. ed. educ

QUESTION	#1	#2	#3	#4	#5
Ward	Yes, in professional areas #6 Divisional Director	No	Yes	# of students, # of faculty, experience in classroom, exper. in career field, condition within dept.	Business Education Nat. Sci Nursing and Phys. Ed. Social Sci
Jordan	Yes, in professional programs #6 pro-department chairperson	Lack of job description	Yes	# of students, # of faculty, budgeting equity	effective chairperson for each department

Professor Johnson was a division director in the area of education under the system of division directors at Castleton State College. The following are responses to the questions in the interview July 30, 1979.

1. Are department chairperson's workloads excessive due to administrative responsibilities?

   Yes. Professor Johnson believes that in the career programs such as Nursing, Business, and Education, there are excessive workloads due to administrative responsibilities. He also felt that the system was of a too democratic nature. Too many decisions were made at the departmental level which caused inefficiency and confusion.

2. Do you feel that a one course release time in sufficient compensation for this additional workload?

   This depends on the department and certain variables such as number of students, accreditation burden, number of courses and administrative responsibilities.

   Some departments have so little responsibilities that one course release time may not be necessary. An alternative possibility pointed out by Professor Johnson was to allow 6 credit release time for over worked departments and 2 credits for departments with less of a workload.

3. Is teacher effectiveness hampered by this additional workload of being department chairperson?

   It depends on the individual chairperson. If the chairperson is overloaded he may have to spend seven days a week to accomplish his tasks. Professor Johnson believed, however, that the faculty chairperson has a first responsibility to the students and second to the administration.

4. What criterior should be used to evaluate a departmental chairperson to establish equitable compensation for the position?

   1. Organizational Skills
   2. Number of Faculty
   3. Accreditation Burden
   4. State Responsibility
   5. National Organizations

5. What organizational structures have you been exposed to that would be a better system for Castleton State College to adopt?

A modified Division Directors structure. For example:

1. Business, Nursing, Education, Social Welfare, Criminal Justice.
2. Humanities.
3. Social and Natural Sciences

6. What is your position about division directors vs. department chairpersons?

Division directors would help consolidate the decisions making process at the administrative level. Although there would be possible union problems, it is attempting to ratify such a proposal. Professor Johnson feels that the decision would be made at the central office. Most reorganization in the past has been made at the President's or Chancellors office.

Dr. William Feaster
Academic Dean (1979)
Castleton State College

Dr. William Feaster was a division director as well as Science Department Chairperson under the system of division directors at Castleton State College. The following are responses to the questions in the interview July 31, 1979.

1. Are department chairperson's workloads excessive due to administrative responsibilities?

   Dr. Feaster felt that there were three categories to be considered to determine the workload of administrative responsibilities for department chairpersons.

   Category 1: Departments having less than five (5) full-time faculty members have no release time. These departments are not growing and with the exception of peak loads (i.e. hiring new faculty, course schedule, etc.) have very little administrative responsibilities.

   Category 2: Departments that have more than five (5) faculty members but have an adequate workload to justify one course release time.

   Category 3: More active departments, (i.e. Business, Education, Physical Education, Science) that because of the number of students and number of faculty should have more course release time. Dr. Feaster felt that the alternative to this would be to pay an additional amount for administrative work during the summer.

2. Do you feel that a one course release time is sufficient compensation for this additional workload?

   Question 2 is answered in question 1 depending on the category of the department.

3. Is teacher effectiveness hampered by this additional workload of being department chairperson?

   Yes. Dr. Feaster felt that the chairperson can not help to be torn between two sets of obligations. This depends on the priorities that is established by the department chairperson. One of the reasons for Dr. Feaster giving up the position of Divisional Director was related to this problem of dual responsibilities. The priorities shift is between both factors but is essential to participate within the institution to develop integration and cooperation.

4. What criterior should be used to evaluate a departmental chairperson to establish equitable compensation for the position?

1. Number of Faculty
2. Number of Students Served
3. Class Size
4. Growth of Department (i.e. curriculum development, new construction, new programs, etc.)
5. Advising Students

5. What is your position about division directors vs. department chairpersons?

Dr. Feaster favors a division directors system to a department system because of the integration that is forced of different disciplines. Dr. Feaster illustrated the difference between the meetings and accomplishments under both systems. He felt that the department structure has failed to stimulate constructive change or faster cooperation among disciplines although the divisional system has its problems in representing several vested interest groups equitable it is a better attempt of integrating the disciplines into organizational structures. The original reasons for the development of the divisional system was to stimulate a common interest.

It was Dr. Feaster's position that before either type of structure would be successful that the main issue would be:

What are the administrative responsibilities of the department chairperson?

If a divisional director system was to be adopted, Dr. Feaster would favor the following model system:

1. Fine Arts/Humanities
2. Math/Science/Nursing/Social Science
3. Business
   Physical Education
   Education

The division directors will report to the academic dean and the academic dean will report to the President. Dr. Feaster feels that this will take a number of problems that the President need not solve.

Dr. William Jordan
Assistant to the President
Castleton State College

Dr. Jordan was a division director in the area of Social Sciences under the system of division director at Castleton State College. The following are responses to the questions in the interview of July 31, 1979.

1. Are department chairperson's workloads excessive due to administrative responsibilities?

   Dr. Jordan felt that chairperson's workloads were not excessive in most cases. He listed several variables that would be possible causes of excessive workloads:

   - Number of Students
   - Number of Faculty
   - Faculty Activities

   There are cases where workloads are excessive because of these variables (i.e. professional programs).

2. Do you feel that a one course release time is sufficient compensation for this additional workload?

   Dr. Jordan felt that before this question could be answered, job description of department chairperson should be better defined. The implementation is essential to a better line of authority and coordination.

3. Is teacher effectivenss hampered by this additional workload of being department chairperson?

   Dr. Jordan felt that the first responsibility of the department chairperson should be teaching and secondly to administration. A good system of priorities is important to be a good department chairperson. Although both areas of responsibilities are extremely important, the faculty owe their first allegiance to the students.

4. What criterior should be used to evaluate a departmental chairperson to establish equitable compensation for the position?

   1. Number of Students
   2. Number of Faculty
   3. Budgeting Equity

5. What organizational structures have you been exposed to that would be a better system for Castleton State College to adopt?

Dr. Jordan again believed that the job definition was essential to have a strong organizational structure. He favors an effective chairperson with responsibility and authority to make administrative decisions. He also suggested that the divisional director system worked better than the existing department structure at Castleton. The important aspect of Dr. Jordan's point was the establishment of a strong and effective middle management with the Dean as a balance to ensure the divisional director or department chairperson represents all vested interest groups equitable.

6. What is your position about division directors vs. department chairpersons?

Dr. Jordan felt that an authoritative model could not exist at Castleton State College because it has always been very democratic. The need for middle management is essential to develop a working cooperation between faculty and administration.

Dr. Jordan also believes that is important not to polarize the Liberal Arts and professional programs. They must be integrated to develop coordination and cooperation.

Professor Robert Forest
Education Department
Castleton State College

Professor Forest is a member of the educational department at Castleton State College and has the unique advantage of also being a superintendent for a number of years in the Castleton area. The following are responses to the questions in the interview of July 30, 1979.

1. Are department chairperson's workloads excessive due to administrative responsibilities?

   The answer to this question depends on the perception of the department chairperson and the members of the department. Different department chairpersons perceive the responsibilities of their position different ways and to different degrees.

2. Do you feel that a one course release time is sufficient compensation for this additional workload?

   Again the release time that is given is sufficient to some department chairpersons and not accessive to other chairpersons. The most important aspect of workload is again the perception of responsibilities. The real problem must be in the job description of the department chairperson. There is no clear definition of authority or responsibilities.

3. Is teacher effectiveness hampered by this additional workload of being department chairperson?

   Professor Forest believes that any amount of work that is not applicable to teaching will take away from the teaching quality. He also believes however, that a total teacher should not only be exposed to the classroom. A teacher should have a total perspective of the entire program and system. Professor Forest feels that if one strives to be department chairperson and implement their philosophy, that ideally should enhance the quality of education of the department.

4. What criterior should be used to evaluate a departmental chairperson to establish equitable compensation for the position?

   Professor Forest does not totally favor the quantitative approach to the evaluation of department chairperson but a combination of a self-leadership role with some quantitative criterior for evaluation. The criterior to be evaluated are:

   1. Number of Student Major
   2. Number of Service Students
   3. Number of Faculty

5. What organizational structures have you been exposed to that would be a better system for Castleton State College to adopt?

The key to the existing problem at Castleton State College is to have a decentralized system. It is important to bring the authoratative structure to its lowest level of decision making. The department chairperson is the key position to make administrative decisions. The chairperson is able to better evaluate the situations at a place where there is more information and knowledge of pending circumstances.

6. What is your position about division directors vs. department chairpersons?

Professor Forest believer that "Power corrupts and pure power corrupts totally". Decentralized departments should exist but with more structure and description of authority and responsibility. Middle management should be the department chairpersons with the possibility of 1/2 release time to execute their duties. The existing department structure should remain with the development of more explicit job descriptions.

Dr. Walter Reuling
Acting President
Castleton State College

Dr. Reuling was a division director in the area of continuing education under the system of division directors at Castleton State College. The following are responses to the questions in the interview of July 30, 1979.

1. Are department chairperson's workloads excessive due to administrative workloads?

   Dr. Reuling felt that the department chairperson did not have excessive workloads. He did recognize that in certain circumstances that workloads could vary - professional areas during accreditation periods, for instance. There are potential inequities in the system.

   Variables:

   1. Number of Faculty
   2. Number of Students
   3. Accreditation Requirements
   4. Ad Hoc Committees
   5. Local & State Advisory Committees

2. Do you feel that a one course release time is sufficient compensation for this additional workload?

   Yes, but again it depends on the variables that are listed in question one. Although there are differences among departments, the overall perspective of one course released time is a good starting point.

3. Is teacher effectiveness hampered by this additional workload of being department chairperson?

   No. Dr. Reuling felt that the position might enhance the professor's effectiveness because of the added overall perspective that comes from dealing with the entire department. Also, the one course release time could give the department chairperson more time to prepare his/her classes and as a result better performance - and even though there are other pressures, the reduced student/paper/class demands might allow for a better focus of attention in the remaining classes.

4. What criteria should be used to evaluate a departmental chairperson to establish equitable compensation for the position?

   a. Number of Courses
   b. Number of Student Contact Hours
   c. Number of Course Periods
   d. Number of Advisory Groups
   e. Accreditation Burden
   f. Abilities and Strengths of the Department

Dr. Reuling is sensitive to the need for equity in workload. He feels that it is only fair to have equal treatment to all department chairpersons.

5. What organizational structures have you been exposed to that would be a better system for Castleton State College to adopt?

Dr. Reuling favors whatever structure would bring more areas of disciplines together. He felt that if instituted for the right reasons, a division director structure would enhance interaction by combining the areas into a more cooperative organization.

For example:

1. Humanities and Fine Arts
2. Professional Programs
3. Natural and Applied Sciences
4. Social Sciences

It was Dr. Reuling's feeling that the organizational structure, whatever it might be was important to foster communication and identification to the overall objectives and goals of the college. Another alternative was to develop several deans that would be responsible for a loosely related set of departments. This would also enhance communication between disciplines and foster cross-disciplinary scheduling, purchasing, use of resources, etc.

6. What is your position about division directors vs. department chairpersons?

Dr. Reuling suggested that cost would certainly be a factor inviting attention. (Division directors vs. Department Chairpersons). The old system of division directors received one/half release time vs. one/quarter release time of the department chairpersons. Also, union consideration is important for the development of an alternative organizational structure because of the AFT Contract and its requirements (i.e. administrative status vs. faculty status).

Professor Howard Ward
Business Department
Castleton State College

In an interview with Howard Ward (Business Department Chairperson 1974-78) the following were the results of questions 1-6, appendix A.

1. Are department chairperson's workloads excessive due to administrative workloads?

   Mr. Ward felt the chairperson's workload was excessive due to administrative responsibilities. The following reasons were:

   a. Documentation necessary for procedures and curriculum matters.
   b. Responsibility for faculty assignments and schedule worksheet.
   c. Advising
   d. Number of business students

2. Do you feel that a one course release time is sufficient compensation for this additional workload?

   Mr. Ward felt that one course release time was not sufficient consideration for the head of the business department but for other departments it could be considered reasonable depending on several variables.

3. Is teacher effectiveness hampered by this additional workload of being department chairperson?

   Mr. Ward felt that being department chairperson could hamper teacher effectiveness but not on a constant basis. During periods of heavy administrative assignments, the classroom may suffer due to the immediate responsibilities of the department chairperson.

4. What criteria should be used to evaluate a departmental chairperson to establish equitable compensation for the position?

   a. Number of students
   b. Number of faculty
   c. Experience in the classroom
   d. Experience in the career field
   e. Conditions within the department (i.e. curriculum development, growth, adjunct faculty, etc.)

(factors influencing the impacts of the chairmanship)

5. What organizational structures have you been exposed to that would be a better system for Castleton State College to adopt?

Mr. Ward favors a divisional structure as long as the organization is equitable. Mr. Ward expressed concern that when Castleton State College was under a divisional organization the members were elected to serve as directors and were not from a representative portion of the population and interests of the department's discipline.

6. What is your position about division directors vs. department chairpersons?

Being a supporter of divisional directors, Mr. Ward would like to see the organization structured in the following divisions:

a. Business
b. Education
c. Natural Science
d. Nursing and Physical education
e. Social Science

This does not, however, rule out the possibility of recatagorizing existing courses at Castleton State College in other disciplines that they currently exist (i.e. economics placed under business.

Tillery (1970: Ed 061931) indicates that across the nation about 1/3 of the colleges are organized on the basis of departments only. It is apparent, however, that traditional department structures are in for considerable change. In general, this apparent trend suggests either greater consolidation of the several fields of learning and community colleges or new efforts of coordination across existing departments by grouping them into larger divisions.

Increasingly, Tillery (1970: Ed 061931) in his study found that most presidents believe there would be a reduction in the degree of responsibility delegated to departments where colleges reorganize.

There appears to be two models of department chairpersons performance: 1. The chairperson as a representative of the department. 2. The chairperson as an administrator. Nicoll (1971:pg.82) provides a good analysis of these two models. They are presented as follows in the considerable detail since they represent the essence of the conflict that department chairpersons at Castleton State College have experienced, therefore the models have direct implications for this practicum.

The Representative Chairperson. The ultimate representative of this model is the chairperson who is elected by his peers. This chairperson is "the most equal among equals" (Lombardi: 1974: pg.33). The model dominates in 4 year colleges and universities. The representative chairperson is charged to preside over collective decision making, to administer the department in the faculties name, and to represent the department and their interests to the administration. In this model accountability is to the faculty and not to the administration.

The effectiveness of the representation type of chairperson rests heavily with the style in which the duties and responsibilities are performed, however, if responsibilities and tasks are poorly defined confusion results because there is no common set of values as accepted by the department faculty (Lombardi: 1974: pg.39). Lombardi further points out that this chairperson may appear to be unresponsive to tasks because his value commitment is to another set of values, and he may be unable to accept an administrative assignment. Therefore, it is hard if not impossible for the administration to hold representative type of department chairperson accountable. This point is the ultimate conflict in the representative model for the legitimacy of any administrative system rests on the degree to which administrators can be held accountable to there superiors (Lombardi: 1974: pg.39).

The Chairperson as Administrator. As illustrated by Evans and Neagly (1973: pg.222) the department chairperson serves as the link between the faculty and the dean. The job is a difficult one because the chairperson is both a teaching faculty member and an administrator. Department chairpersons as administrators are appointed frequently on a year to year basis by the board of trustees. The appointment is an assigned one, and a chairperson may resign his administrative assignment as chairperson without embarrassment and without prejudice to his future role as a full time teaching faculty member.

Welch (1974: pg. 31) suggests that the role of the first line administrator is a nebulous one and in some institutions they are elected and appointed by the administration and in some institutions they are classified and are in fact second line administrators and others they are little more than lay teachers.

In the chairperson as administrator model, Lombardi (1974: pg.39) describes the chairperson as an administrator appointed by the college administration and directly accountable to the administration for the performance of all duties and responsibilities performed. The chairperson as an administrator represents the administration to the department faculty rather than representing the faculty to the administration.

Chairpersons normally have the following responsibilities and characteristics. They should provide effective liaison between the administration and the department faculty. They should be leaders in maintaining a vital and educational sound department program. They should be models as teachers and scholars, and they should be effective and efficient administrators of the department machinery (Lombardi, 1974: pg. 38).

Evans and Heagley (1973: pg. 85) argued that the best department chairpersons are usually those persons with graduate work in administration and extensive teaching experience in a community college. The chairperson should be an intricate part of the deans team and participate in all decisions regarding the institutional program and faculty planning.

In the Vermont State College Contract, the criterion is not set for additional compensation for the head of the department. In an article by Curtis E. Taylor "Setting Administrative Salaries," nine (9) factors were identified that were common to all administrative positions. The criterion used were total years in current position, total certified experience, highest degree earned, credit beyond the bachelors degree, number of months worked per year, extra

hours per week required by the position, level of management responsibilities, and effectiveness (Taylor: pg.18) Each factor has a potential point value, and a computer programmed determines the point value in terms of dollars. This type of alternative system could be established as a means to evaluate the role of the business department chairperson and could result in a more equible basis for additional compensation (Taylor: pg. 19).

A study was undertaken in the spring of 1974 to evaluate the effectiveness of the administrative structure of the instructional program of East Los Angeles College and to make recommendations for change. Both the survey and the search of the literature disclosed a market preference of instructional administrators for a division or a divisional department structure. Recommended instead was a group of the existing departments under two or three assistant deans. Each of whom would be given a line of responsibility for a limited and specific function and elimination of the evening division as a separate administrative entity. (Smith: pg.7). This type of a system would very well fit into the organizational structure at Castleton State College and would take away the burden of some administrative responsibilities from the head of the department. This gives the head of the department more time for the development of the programs, curriculum, and student assistance.

Smith (1972: pg.40) states the lack of a clear definition of the chairpersons role appears to be a major problem in confronting Community Colleges. Department chairpersons want and need role classifications. As managers of human and physical resources, chairpersons are called upon to resolve constant conflicts between organizational levels, to direct the department sub-systems, and to coordinate external departmental requirements in organizational resources and needs.

Another aspect the department chairperson is the potential of compartmentalization of instruction. Morphet, Johns, and Roller (1959: pg. 241) claim that over the years departmental organization has been subjected to considerable criticism. It has contributed to the maintenance of instruction which was not sufficiently related to the stated purposes of the college. In some colleges it has seperated the staff into type compartments, the members of which have little understanding of what other departments are doing. At times it has resulted in the neglect of needs of students who do not fit into the purposes of respective departments.

The need for this study was quite evident at Castleton State College because of the lack of job description of a Department Chairperson. It is not outlined clearly enough in the Castleton State College Faculty Handbook nor delt with at considerable length under work load in the Agreement Between Vermont State Colleges and Vermont State Colleges Faculty Federation. It is quite clear that neither the Faculty Handbook nor the contract deal sufficiently with the problem of excessive workloads. The contract by giving course release time the faculty chairperson suggests the workload of the administrative duties are equal to teaching and preparing one course. This, however, is not the case in relationship to the business department chairperson. It is the feeling of many that the administrative duties far exceed the equivalent of this work load. One may imply by reading the contract that the department chairperson should have an equivalent workload to equal one course release time. This, however, is not the case in

the business department and as a result the job is one that is not wanted. This study has had great value to Castleton State College because it better defines the department chairpersons job description as well as supplying administration and faculty with the options of alternative systems of organization for the implementation of administrative responsibility.

This study related to the governance module because Castleton State College was in need of institutional reorganization in the area of faculty chairpersons and administration. This practicum was used as a proposal to the administration to enhance a better understanding between administration and faculty organization. It is the opinion of this writer that this necessary change be made within the institution because of the inequity of workload between the faculty members and the chairpersons.

In summary, the department chairman at Castleton State College may be a representative or an administrative chairperson. The essence of the difference between the two types is the accountability direction. In the representative model the chairperson is accountable to the department faculty and the administrative model the chairperson is accountable to the administration.

At Castleton State College the organization recognizes the administrative model; however, in terms of behavior and in different degrees the chairpersons perceive representative model as the ideal model. Consequently, conflicts in management and personal styles have existed for some chairpersons because of local environmental factors and political environment.

Blomerley (1971: pg.38) also recognized the impact that the department has on college governance; however, he saw the impact as positive since faculty members were able to interact and make decisions at the department level on matters that most effected them. This significance of Lombardi and Blomerley positions for this practicum is that the department chairperson must balance, often most difficulty, between department level faculty involvement and decision making, and administration expectations. The ability to effectively manage the department depends upon the chairperson being able to promote broad faculty involvement and participation while at the same time meeting the expectations of the college administration and the governing body.

VI. DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The more universal recommendations of this practicum, for application to Castleton State College is to establish an organizational plan that would provide for the delegation of authority from the Dean level to five divisional directors with specified lines of authority for specified operational tasks.

The faculty at Castleton State College holds an unusual organizational position; he has authority neither to formulate academic objectives nor to impose a system for the implementation of these objectives by hierarchial first. This responsibility rests with the administration, but the diffused authority and the lack of operating information among the administration prevents their formulation and implementation of objectives. This is the problem that requires further research; there is no established process within the Castleton State College system for the decision upon a distinctive mission or purpose into specific faculty activities, course development, and instruction, or for the final evaluation, motivation and control of those activities. In short, this practicum established a working document to begin the organizational changed needed to promote better decision making and cooperation.

It is the final conclusion of this practicum and opinion of this writer that the departmental chairpersons structure that exists at Castleton State College is a system that can work effeciently from a managerial standpoint. The overall problems that exists within the current system is that there is no job description for the department chairperson. In the process of constructing the divisional directors, we will establish middle

management to better delegate authority from the centralized system at the Deans level to the department chairpersons level where most decisions have to be made.

The following are recommendations derived from the investigations and research.

1. Castleton State College academic program is organizaed by departments. Decision making at the Dean level has been to centralized. There was a concensus of thos interviewed that structural changes are needed to accomplish a delegation of authority. Further study is recommended to detail the nature of this structure.

2. It is further recommended that an organizational plan that would provide for the delegation of authority from the Dean level to five divisional directors with specified lines of authority for specified operational tasks be created. Further study is required to determine the task fro which authority to the Dean would be delegated, although there was concensus from the individuals interviewed that general planning, policy interpretation, personal grievance procedure, and other non routine duties as well as general supervision of the instructional program would remain with the Dean.

3. The Dean would also be responsible for the special interests of any underrepresented departments that would be included within each group of the five divisional directors. He would therefore precide over any decision that would impare the goals and objectives of the institution.

4. It is recommended that the president by encouraged to constitute a committee from the faculty assembly for the purpose

of working with department chairpersons and members of the administration on organizational problems.

5. It is recommended that changes in organizational patterns be widly discussed, that also a sincere and concerned effort be made to develop support for such changes as may be made and that implementation procede in such a matter as to insure that the least possible disruption of the educational program is made.

Divisions

Several of the individuals interviewed felt that divisional directors would help to consolidate the decision making process at the administrative level. Although there would be possible union problems, in an attempt to radify such a proposal because of the contract stipulations of release time. It was felt that this type of program would better attempt to establish a delegation of authority in the decision making process. The existing department structure however should remain with the development of more explicit job descriptions. The centralized department should exist but with more structure and description of authority and responsibility.

The following are the groups that were more popularly thought of from the interviews to be divided in a divisional director system:

1. Fine Arts - Humanities
2. Education, Criminal Justice, and Physical Education
3. Nursing and Business
4. Natural and Applied Sciences
5. Social and Behavioral Sciences

These five divisions would report directly to the assistant dean andacademic dean. This, of course, is only a preliminary

assignment of departments and must first be processed through the recommended committee from faculty assembly.

It is also recommended that an organizational plan that would provide for delegation of authority from the deans level to the divisional directors with specified line authority to the department chairpersons be created. Policy interpretation, major planning activities, and other non-operational responsivilities should reside with the dean as does the responsibility to the president for instructional programs at the college.

It is also recommended that a better definition of department chairperson be constructed. It was the feeling of all those interviewed in the study that the department chairperson would evaluate his job responsibilities in relationship to there individual perceptions of what that job required. There was no organizational structure or definition to direct the decision making process. There was also noted in the interviews that there were inequities that existed between departments in relationship to work load. It is also a recommendation of this proposal that criteria be established to better evaluate the workload of the department chairperson in order that there may be hidden incentives to better process administrative decisions that are crucial to the institution. The following are such criteria that should be considered from feedback from key administrators and faculty members at Castleton State College.

1. Number of student majors.
2. Number of service students.
3. Number of faculty experienced in the classroom.
4. Experience in the career field.
5. Conditions within the department. (For example, curriculum development, growth, age of faculty).

6. Class size.

7. Number of advising students.

8. Accreditation burden.

9. Total years in current position.

10. Highest degree.

11. Credits beyond bachelors degree.

12. Number of months worked per year.

13. Level of management responsibilities.

There are several systems and college structures that qualify for each of these criteria to develop a point value system in order that a faculty member be evaluated in relationship to this criteria. The point value is then converted into a dollar amount which establishes the compensation of the individual faculty member. From a quantitative standpoint this can be shown to be a more effective or at least more equitable system of evaluating a faculty member whether he is qualified as a department chairperson or an administrator.

It is also recommended that the divisional director be allocated one half release time to compensate for his additional administrative workload. This, however, may cause problems from a union perspective because of the existing contract. However, with any means of evaluation through the criteria that is illustrated above the problem of time allocation can be corrected in relationship to possible having additional compensation.

Summary

It is the feeling of this writer that the departmental chairpersons structure that exists at Castleton State College is a system that can work effeciently from a managerial standpoint. The overall

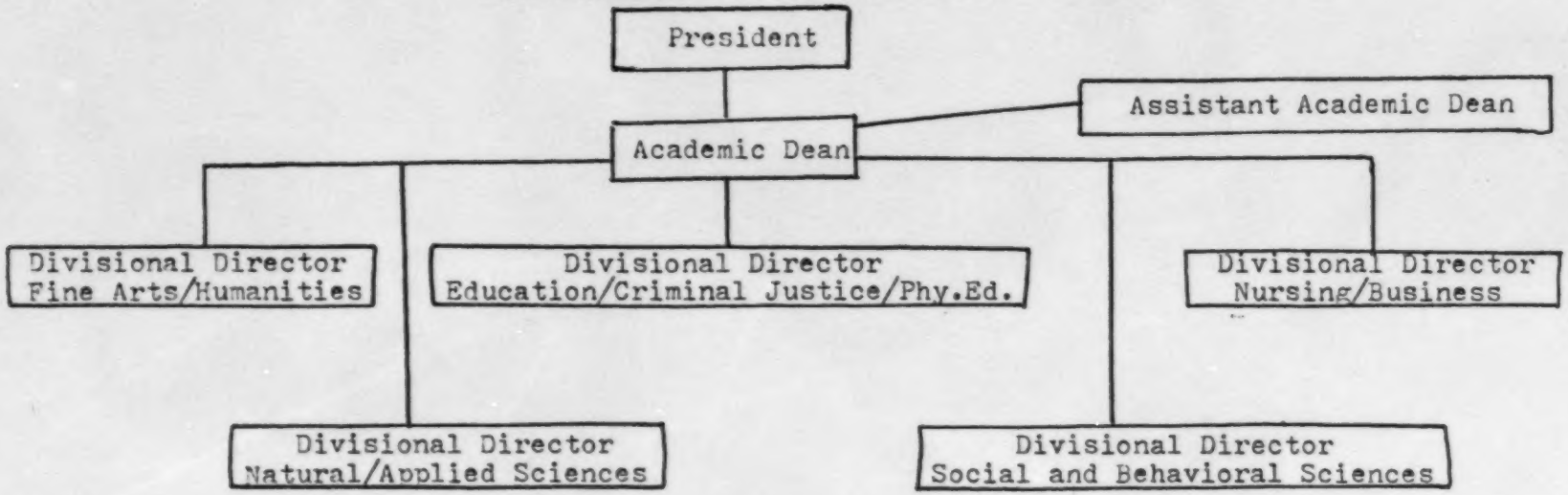
Duties of Administrator: (Divisional Directors)

1. Engagement of new faculty - (Adjunct and Full-Time)
2. Business Advisory Committee
3. Off-campus Programs
4. MBA Program
5. Development of Community Needs

The breakdown of these job responsibilities is a difficult process but a necessary one under the present circumstances. The objective here is to better distribute the work load of an already underfunded, overworked faculty. It is also necessary to realize that many of these responsibilities are over-lapping and there must be a great deal of cooperation between Dean, Department Chairperson, and Divisional Directors.

Table II

Proposed Organizational Structure



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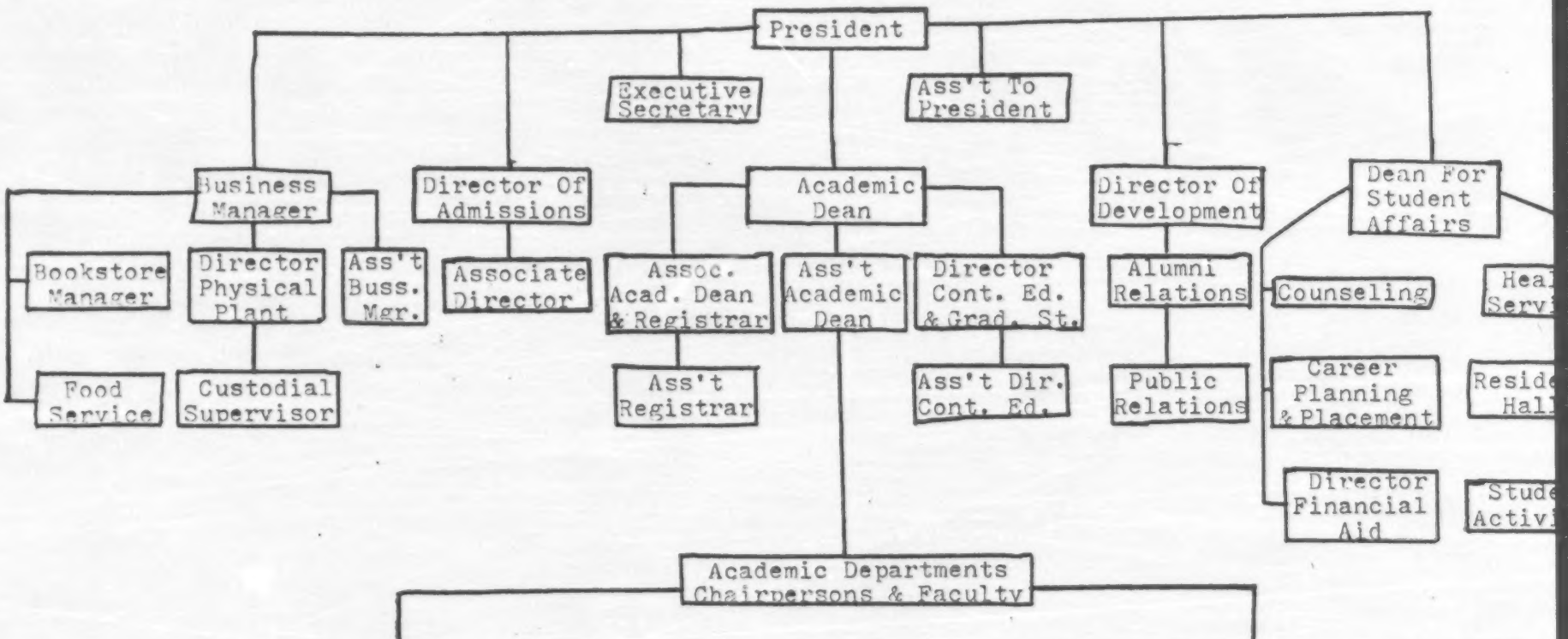
APPENDIX A
ADMINISTRATIVE TABLE OF ORGANIZATION
CASTLETON STATE COLLEGE



Educational & Professional Area

Business
Education
Physical Education

Fine Arts Area

Art
Music
Theatre Arts

Humanities Area

English & Philosophy
Modern Foreign Languages

Natural & Applied Sciences Area

Mathematics
Natural Sciences
Nursing

Social Sciences Area

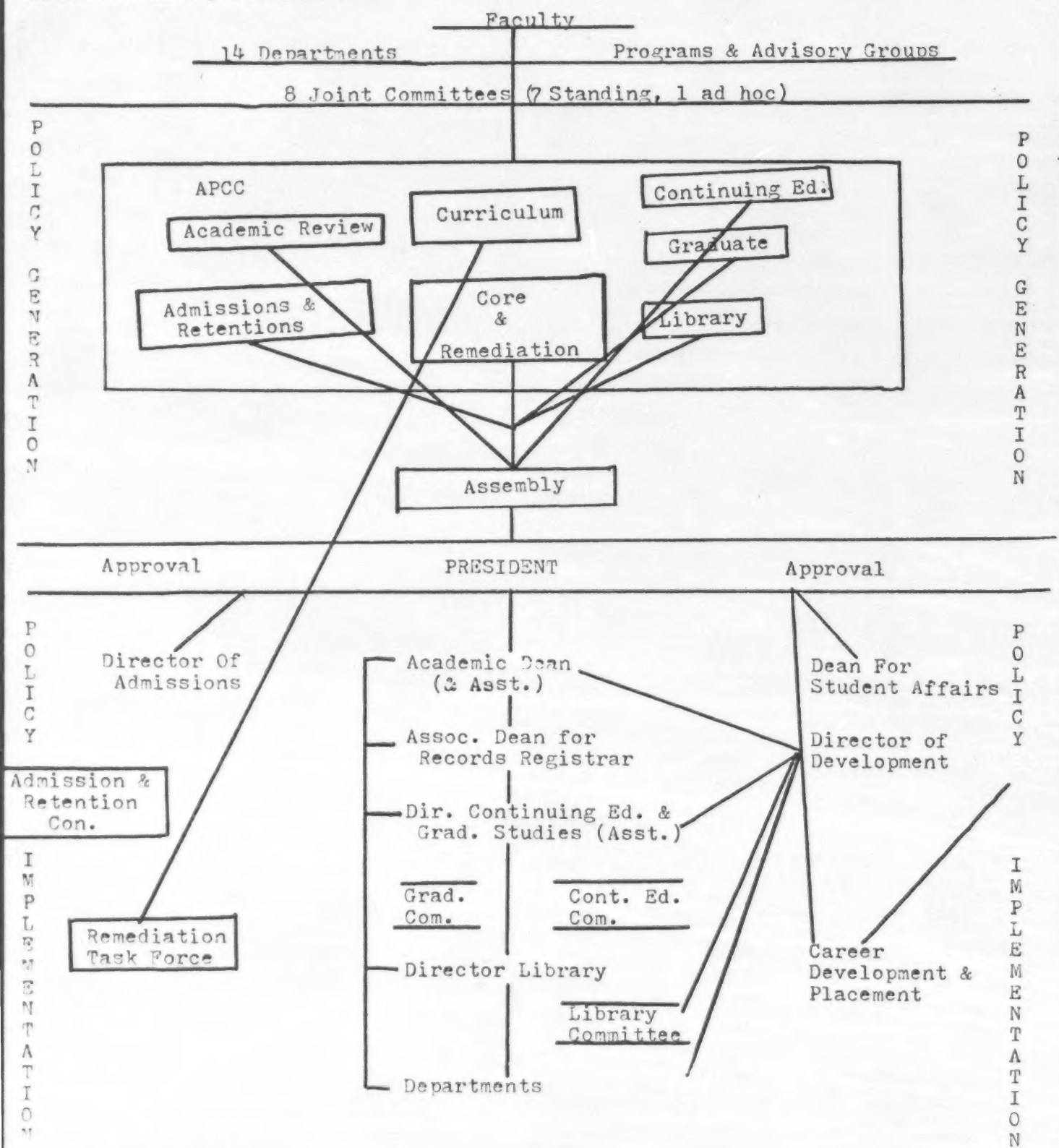
History, Geography, Economics & Pol
Psychology
Sociology, Social Work & Criminal J

Library-Learning Resource Center

Media

APPENDIX B

Academic Policy Development



A Recommendation for Reorganization of the Departmental Structure at Castleton State College

August 8, 1979

TO: President of Castleton State College, Dr. Meiers

FROM: Bryan L. O'Neil

Fulfillment of Partial Requirement for Doctorate of Education of Nova University

The recommendations derived from the investigations and research done by Bryan O'Neil, Assistant Professor of the Business Department from six key interviews.

1. Castleton State College academic program is organized by departments. Decision making at the dean level has been to centralized. There was a concensus of those interviewed that structural changes are needed to accomplish a delegation of authority. Further study is recommended to detail the nature of this structure.

2. It is further recommended that an organizational plan that would provide for the delegation of authority from the dean level to five divisional directors with specified lines of authority for specified operational tasks be created. Further study is required to determine the task for which authority to the dean would be delegated, although there was concensus from the individuals interviewed that general planning, policy interpretation, personal grievance procedure, and other non routine duties as well as general supervision of the instructional program would remain with the dean.

3. The dean would also be responsible for the special interests of any underrepresented departments that would be included within

each group of the five divisional directors. He would therefore precide over any decision that would impare the goals and objectives of the institution.

4. It is recommended that the president by encouraged to constitute a committee from the faculty assembly for the purpose of working with department chairpersons and members of the administration on organizational problems.

5. It is recommended that changes in organizational patterns be widly discussed, that also a sincere and concerned effort be made to develop support for such changes as may be made and that implementation procede in such a matter as to insure that the least possible disruption of the educational program is made.

Divisions

Several of the individuals interviewed felt that divisional directors would help to consolidate the decision making process at the administrative level. Although there would be possible union problems, in an attempt to radify such a proposal because of the contract stipulations of release time. It was felt that this type of program would better attempt to establish a delegation of authority in the decision making process. The existing department structure however should remain with the development of more explicit job descriptions. The centralized department should exist but with more structure and description of authority and responsibility.

The following are the groups that were more popularly thought of from the interviews to be divided in a divisional director system:

1. Fine Arts - Humanities
2. Education, Criminal Justice, and Physical Education

3. Nursing and Business

4. Natural and Applied Sciences

5. Social and Behavioral Sciences

These five divisions would report directly to the assistant dean and academic dean. This, of course, is only a preliminary assignment of departments and must first be processed through the recommended committee from faculty assembly.

It is also recommended that an organizational plan that would provide for delegation of authority from the deans level to the divisional directors with specified line authority to the department chairpersons be created. Policy interpretation, major planning activities, and other non-operational responsibilities should reside with the dean as does the responsibility to the president for instructional programs at the college.

It is also recommended that a better definition of department chairperson be constructed. It was the feeling of all those interviewed in the study that the department chairperson would evaluate his job responsibilities in relationship to there individual perceptions of what that job required. There was no organizational structure or definition to direct the decision making process. There was also noted in the interviews that there were inequities that existed between departments in relationship to work load. It is also a recommendation of this proposal that criteria be established to better evaluate the workload of the department chairperson in order that there may be hidden incentives to better process administrative decisions that are crucial to the institution. The following are such criteria that should be considered from feedback from key administrators and faculty members at Castleton State College.

1. Number of student majors.
2. Number of service students.
3. Number of faculty experienced in the classroom.
4. Experience in the career field.
5. Conditions within the department. (For example, curriculum development, growth, age of faculty).
6. Class size.
7. Number of advising students.
8. Accreditation burden.
9. Total years in current position.
10. Highest degree.
11. Credits beyond bachelors degree.
12. Number of months worked per year.
13. Level of management responsibilities.

There are several systems and college structures that qualify for each of these criteria to develop a point value system in order that a faculty member be evaluated in relationship to this criteria. The point value is then converted into a dollar amount which establishes the compensation of the individual faculty member. From a quantitative standpoint this can be shown to be a more effective or at least more equitable system of evaluating a faculty member whether he is qualified as a department chairperson or an administrator.

It is also recommended that the divisional director be allocated one half release time to compensate for his additional administrative workload. This, however, may cause problems from a union perspective because of the existing contract. However, with any means of

evaluation through the criteria that is illustrated above the problem of time allocation can be corrected in relationship to possible having additional compensation.

Summary

It is the feeling of this writer that the departmental chairpersons structure that exists at Castleton State College is a system that can work effeciently from a managerial standpoint. The overall problem that exists within the current system is that there is no real job description for the department chairperson. In the process of constructing the divisional director we will establish middle management to better delegate authority from the centralized system at the deans level to the department chairpersons level where most decisions have to be made. The importance of this practicum is not that divisional systems are more efficient than departmental systems. Again the real reason for developing a structure is to develop a line of authority that can function from the deans office to department chairpersons. The alternative is to either strengthen the department chairperson to an effective department chairperson or to establish middle management divisional directors. It is the opinion of this writer that a combination of these two systems could be used at Castleton State College by taking the benefits of delegating lines of authority from the deans office to the divisional directors and then furthering that line of authority to the department chairpersons. The result should be a better means of cooperation and intergration between disciplines. The sometimes seperatist attitudes of departments would be diminished with a divisional directors system. However, by keeping department chairpersons we

also intergrate the idea that decision making should and is best made at the level where it will be implemented and controlled.

Duties of Department Chairperson:

1. Undergraduate and Graduate Curriculum Development
2. Student Advising
3. Classroom Assignment

Duties of Administrator: (Divisional Directors)

1. Engagement of new faculty - (Adjunct and Full-time)
2. Business Advisory Committee
3. Off-campus Programs
4. MBA Program
5. Development of Community Needs

The breakdown of these job responsibilities is a difficult process but a necessary one under the present circumstances. The objective here is to better distribute the work load of an already underfunded, overworked faculty. It is also necessary to realize that many of these responsibilities are over-lapping and there must be a great deal of cooperation between Dean, Department Chairperson, and Divisional Directors.